

Program Title: Shenandoah National Park: Virginia's Gift to the Nation

Suggested Grade Level: 4th- 10th

Maximum Group Size: 30 students (plus chaperones) in Visitor Center

Time Consideration: The recommended timeframes are adjustable.

Pre-visit: Two or more 45-minute class periods for teacher-led pre-visit activities

Field Trip to park: 2-3 hours depending on group size, plus travel time

Post-visit: Two to three 45-minute class periods for cooperative project-based learning activity.

Overview:

Shenandoah National Park is significant to our nation's history as well as Virginia's environment and economy. The location of the park atop the Blue Ridge Mountains encompasses a variety of natural resources and is an important model of conservation and wilderness preservation. Shenandoah National Park offers a variety of educational and recreational opportunities and is a place of peace and tranquility for human enjoyment and rejuvenation in a natural setting. The park is bordered by nine counties and includes the scenic 105 mile Skyline Drive, mountain summits over 3,500 feet, scenic views, streams with cascading waterfalls, abundant flora and fauna, and wilderness land. The National Park Service mission to preserve and to protect natural, historical, and cultural sites provides the basis for Shenandoah National Park as a public place for learning and enjoyment.

The park is an outdoor classroom for teaching science and history with cross-curricular opportunities in math and language arts. This unit addresses Virginia Standards of Learning for social studies, language arts, and science providing integrated place-based learning that deepens the connections between students and the content. Educators have the flexibility to determine the depth and the time allowed for each section of this lesson plan. The unit culminates in a cooperative project-based learning activity that includes a rubric for ease of assessment.

Objectives

Following the park experience and classroom activities, the students will be able to

1. Demonstrate skills for
 - historical and geographical analysis
 - interpretation of ideas and events from different historical perspectives
 - making connections between the past and the present
 - analyzing primary and secondary source documents for understanding
 - investigating public policy decisions relating to the environment
2. Explain the purpose and the significance of the Shenandoah National Park and the National Park Service.
3. Describe meaningful connections between Shenandoah National Park and their home community.
4. Determine at least three actions people can take to care for their national park and the environment.

Virginia Standards of Learning Addressed

Virginia Studies

- VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
 - c) compare and contrast historical events;
 - d) draw conclusions and make generalizations;
 - e) make connections between past and present;
 - f) sequence events in Virginia history;
 - g) interpret ideas and events from different historical perspectives;
 - h) evaluate and discuss issues orally and in writing;
 - i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- VS.9 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by
- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
 - c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
 - d) identifying the political, social, and/or economic contributions made by Harry F. Byrd, Sr.
- VS.10 The student will demonstrate knowledge of government, geography, and economics by
- c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

United States History: 1865 to the Present

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history;
 - b) make connections between the past and the present;
 - d) interpret ideas and events from different historical perspectives;
 - f) analyze and interpret maps that include major physical features;
 - h) interpret patriotic slogans and excerpts from notable speeches and documents;
 - i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

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- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- explaining how physical features and climate influenced the movement of people westward;
 - explaining relationships among natural resources, transportation, and industrial development after 1865;
- USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
 - identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.
- USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
- examining the Civil Rights Movement and the changing role of women;
 - examining American foreign policy, immigration, **the global environment**, and other emerging issues.

Civics and Economics

- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
 - evaluating how civic and social duties address community needs and serve the public good.
- CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
- examining the impact of the media on public opinion and public policy;
 - describing how individuals and interest groups influence public policy.

English

- 6.1 The student will participate in and contribute to small-group activities.
- Communicate as leader and contributor.
 - Evaluate own contributions to discussions.
 - Summarize and evaluate group activities.
 - Analyze the effectiveness of participant interactions.
- 6.2 The student will present, listen critically, and express opinions in oral presentations.
- Distinguish between fact and opinion.
 - Compare and contrast viewpoints.
 - Present a convincing argument. **(optional)**
 - Paraphrase and summarize what is heard.
 - Use language and vocabulary appropriate to audience, topic, and purpose.

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- 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- b) Use prior knowledge and build additional background knowledge as context for new learning.
 - c) Identify questions to be answered.
 - d) Make, confirm, or revise predictions.
 - e) Draw conclusions and make inferences based on explicit and implied information.
 - f) Differentiate between fact and opinion.
 - g) Identify main idea.
 - h) Summarize supporting details.
 - i) Compare and contrast information about one topic, which may be contained in different selections.
- 6.7 The student will write narration, description, exposition, and persuasion.
- a) Identify audience and purpose.
 - b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
 - f) Write multi-paragraph compositions with elaboration and unity.
- 6.9 The student will find, evaluate, and select appropriate resources for a research product.
- a) Collect information from multiple sources including online, print, and media.
 - b) Evaluate the validity and authenticity of texts.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Cite primary and secondary sources.

Science

- 6.9 The student will investigate and understand public policy decisions relating to the environment. Key concepts include
- a) management of renewable resources;
 - b) management of nonrenewable resources;
 - c) the mitigation of land-use and environmental hazards through preventive measures;
 - d) cost/benefit tradeoffs in conservation policies.

Earth Science

- ES.11 The student will investigate and understand the origin and evolution of the atmosphere and the interrelationship of geologic processes, biologic processes, and human activities on its composition and dynamics. Key concepts include
- a) scientific evidence for atmospheric composition changes over geologic time;
 - d) potential changes to the atmosphere and climate due to human, biologic, and geologic activity.

Background Information

The land that is now Shenandoah National Park was used by native people for at least 10,000 years before the arrival of Europeans. Artifacts show that some of those people traveled great distances to use the Blue Ridge Mountains for hunting and gathering food and resources they needed for survival.

As more and more settlers arrived from Europe in the 1600s, the native people, the land, the wildlife, the vegetation, and the other abundant resources were impacted. By the 1700s, eastern lands were crowding with people, so Virginia's Royal Governor, Alexander Spotswood, went in search of land farther west to settle. In 1716, his expedition crossed the Blue Ridge Mountains and reported the beauty and abundance of that land west of the mountains. By the mid-1700s, settlers began building homesteads and farms in the hollows at the eastern base of the Blue Ridge, and eventually higher up the mountain. Over time, the native animals were over hunted while much of the natural vegetation was replaced by homes and farms. Thus the natural ecosystem was profoundly changed.

As the young United States of America expanded westward, more wild lands were being "tamed" by settlers. Early conservationists began to advocate for protection of special and unique natural features and historic sites. In 1872, Yellowstone became the first national park in the world, set aside to protect a large natural area from unrestricted development.

In the early days of the national park idea, most national parks were in the western states where there was plenty of federal land with unique natural or historic features. These areas could be more easily designated as national parks. The US Army was responsible for the care and management of the national parks and historic sites. In 1916, the National Park Service was the new federal agency created to manage and care for the growing number of national parks. Because most of the United States population lived in the east, the desire for a large national park in the eastern United States, within a day's drive of millions of people grew steadily in the early 20th century. Stephen Mather, the first director of the National Park Service, believed that people in the east should have opportunities to enjoy a park similar to those that had been created in the west.

Congress authorized the creation of Shenandoah National Park in 1926. Unlike the western parks, one major obstacle in the creation of Shenandoah was that the authorized land was held by private landowners and often inhabited by tenant farmers. Congress had not authorized any funding to purchase land to create the park. It was left to the Commonwealth of Virginia to raise money to purchase land through public and private fund-raising. Some landowners sold readily while others did not want to leave their mountain homes and fought to keep their land. The Commonwealth of Virginia condemned the land and then purchased it, through the legal authority called *eminent domain*. The Commonwealth of Virginia donated the acquired land to the federal government in 1935 to establish Shenandoah National Park, nine years after it was first authorized by Congress. President Franklin D. Roosevelt dedicated the park at a ceremony in Big Meadows in 1936.

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Today, Shenandoah National Park encompasses nearly 197,439 acres of mountain forests, historic sites, and 500 miles of hiking trails. The park is a refuge for rare plants and animals, the headwaters of three Virginia watersheds: Potomac-Shenandoah, Rappahannock, and James, and contains nearly 80,000 acres of federally designated wilderness. More than a million people visit the park each year to enjoy the natural and cultural resources protected in this national park. The park provides significant economic, educational, and ecological connections to local communities. The park's mission is to preserve and to protect this slice of nature and history for the enjoyment and benefit of all, now and in the future.

Vocabulary

- condemnation - to declare convertible to public use under right of eminent domain
- ecological - the relationships between groups of living things and their environments
- eminent domain - the right of a government to take private property for public use
- Great Depression - severe worldwide economic depression in the decade preceding World War II.
- New Deal - Franklin Roosevelt's series of government programs to help the nation recover from the Great Depression.
- Segregation - forced separation (sometimes by law) based on race, religion, gender.
- steward - a person whose job it is to manage the land or property of another person
- wilderness - a tract or region of land uncultivated and uninhabited humans

Materials

- Computers and internet access to conduct research and use Shenandoah National Park lesson plans and pre/post-visit activities
- Copies of the student Research Journal, pencils, and clipboards for use on the field trip.

Pre-Visit Activities

Complete as many of the following pre-visit activities as appropriate for your grade level and learning objectives to prepare the students for the field trip to the park.

1. Get to Know Shenandoah National Park

Use the following web site links for an orientation to Shenandoah National Park

Maps: Park location and finding your way

<http://www.nps.gov/shen/planyourvisit/mapspark.htm>

<http://www.nps.gov/shen/planyourvisit/maps.htm>

History and Culture

<http://www.nps.gov/shen/learn/historyculture/index.htm>

Nature and Science

<http://www.nps.gov/shen/learn/nature/index.htm>

Park Statistics

<http://www.nps.gov/shen/parkmgmt/statistics.htm>

Frequently Asked Questions (FAQs)

<http://www.nps.gov/shen/faqs.htm>

2. Interactive Curricula on Shenandoah National Park History

Each unit has 5 lessons with video and interactive activities. Have the students complete as many of the lessons as needed for your purposes.

Rapidan Camp: A Retreat Fit For A President

<http://www.nps.gov/shen/learn/education/learning/president-retreat-distance.htm>

CCC: A New Deal to Rebuild the Nation and Herbert Hoover

<http://www.nps.gov/shen/learn/education/learning/new-deal-distance.htm>

3. Our Changing World

Have the students watch 3 videos on air quality and climate change.

<http://www.nps.gov/shen/learn/photosmultimedia/our-changing-world.htm>

- Air Quality in the Shenandoah National Park
- Climate Change in the Shenandoah National Park
- 5 Facts about Your Carbon Footprint

The three episodes are part of the interactive station that they will see at Byrd Visitor Center in Shenandoah National Park.

4. Create Research Teams

The field trip to Byrd Visitor Center will bring together what students have been learning about the Great Depression, the New Deal, the Civilian Conservation Corps, the formation and creation of Shenandoah National Park, the impact of public policy, and the importance of primary source documents in analyzing history. The goal is to answer the overarching question: **What is the historical, cultural, and ecological significance of Shenandoah National Park, past, present, and future?**

The interpretive exhibits allow students to walk through the history of Shenandoah National Park in “chapters” that tell about the culture, the ecology, the environment, and the economics involved in creating this national park.

Divide the class into research teams of 3-5 students each and assign each team a different area of focus to research in the exhibit.

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Example of Team Assignments

Team 1

Focus: Creating a New National Park.

Chapter 1: A National Park in the East

Chapter 2: The Call Goes Out

Chapter 3: Virginia Eyes the Prize

Team 2

Focus: Mountain Residents

Chapter 4: Pristine and Uninhabited

Chapter 6: Assembling the Park's Pieces

Chapter 7: An Unsettling Question

Chapter 10: Notice to Vacate

Team 3

Focus: Presidential Influences

Chapter 5: Hooking Hoover

Chapter 8: A New Deal for the Park

Chapter 9: The Park is Dedicated

Team 4

Focus: Building the New National Park

Chapter 8: A New Deal for the Park

Chapter 11: A National Park Opens

Chapter 14: A Natural Balance

Team 5

Focus: Desegregation, World War II

Chapter 12: World War II and Post-war

Chapter 13: An Uphill Climb: Lewis Mountain Store

Team 6

Focus: Return to Nature

Chapter 14: A Natural Balance

Chapter 15: Bigger Than its Boundaries

Team 7

Focus: Managing Resources for Future Generations

Chapter 16: Managing the Meadow

Chapter 17: Wilderness

All Teams

Chapter 18: Our Changing World

Provide each student a copy of the Research Journal, clipboard, and pencil and make final preparations for the field trip.

Shenandoah National Park Field Trip

Contact the Education Office to schedule your field trip and apply for an academic fee waiver. Email: shen_education@nps.gov, phone: 540-999-3500 x3489
<http://www.nps.gov/shen/learn/education/ed-fee-waivers.htm>

The in-park activities will generally take a minimum of 2 hours. Plan for adequate travel time from your school to Byrd Visitor Center located at mile 51 on Skyline Drive. For an effective learning experience, please remember the following:

- Bring enough competent chaperones to assist on the field trip. The park recommends at least 1 adult for every 10 students.
- Review appropriate dress and behavior for the field trip and remind students they will still be in school while at the park.
- Before arriving at the park, have the students divided into their teams and assign chaperones.
- Plan for lunch. School groups are welcome to picnic in the park after the program. Picnic areas offer picnic tables and restrooms, but there are no shelters for inclement weather.

1. Introductory Movie, *Shenandoah: The Gift*

When you arrive at Byrd Visitor Center, have the students watch the 15 minute introductory movie *Shenandoah: The Gift* in the visitor center auditorium. This will provide an overview of what they will see in the exhibit hall.

2. Conduct Research

Students will interact with the exhibit as they follow the history of the park. Students should use the Research Journals to record their findings.

- Divide the class into their research teams.
- Remind them of the overarching question (**What is the historical, cultural, and ecological significance of Shenandoah National Park, past, present, and future?**) and their assigned area of focus to research in the exhibit.
- Have each team answer their questions in the Research Journal for the specific exhibits they have been assigned.
- All teams should explore the last interactive station *Exhibit 18: Our Changing World* with the Carbon Footprint interactive and record findings in the journals.
- If time permits, teams should explore the rest of the exhibit without writing the answers to the questions in the guide.

Optional field trip activity suggestions

- Visit the former Civilian Conservation Corps camp site in Big Meadows
- Hike Dark Hollow Falls, Story of the Forest, Mill Prong, or any other short hikes near Big Meadows
- Explore Big Meadows
- Attend a ranger talk
- Visit Skyland and hike nearby trails such as Limberlost or Stony Man.

Post-Visit Activity

Following the Shenandoah National Park field trip, complete the following post-visit activity as a culminating project. Complete a Program Evaluation Form. Return the program evaluation and if possible, examples of student work to:

Shenandoah National Park
3655 US Hwy 211 East
Luray, VA 22835
Attention: Education Office
shen_education@nps.gov

1. Shenandoah National Park: A Gift to the Nation – Cooperative Project-Based Learning Activity

The students will create a group project(s) to answer the overarching question:

What is the historical, cultural, and ecological significance of Shenandoah National Park, past, present, and future?

a. Research Team Reports

Have each team prepare and present an oral summary report of the main idea of their assigned area of focus (example Team 1: Creating A New National Park). Divide the class into the research teams. Each team member should have his/her own Research Journal from the park field trip. Allow time for the teams to prepare their report presentations.

During the team presentation, the other teams can take notes and record the summary findings in their journals.

b. Putting It All Together

As a class, have the students create a group project to display in the school or to present to an audience. Students should use their creativity and draw on information gained from the pre-visit lessons and their Research Journals. Each team should contribute their research on their assigned area of focus.

- Give each team a copy of the Research Project Guide and project rubric.
- Allow class time to develop the selected project idea.
- Have them design and create a project.

Suggested project ideas:

- Create a Glog (an online poster) at www.edu.glogster.com
- Create a Prezi (an online power point) at www.Prezi.com
- Create a PowerPoint presentation
- Design a learning cube
- Make a poster or a travel brochure
- Write an informative or a persuasive speech
- Write a script and act out a dramatic representation

OPTION: Have each research team create a project specific to their assigned area of focus and present to the class.

Research Project Guide

Design and produce a poster, brochure, presentation, or video to answer this question:

“What is the historical, cultural, and ecological significance of Shenandoah National Park, past, present, and future?”

Use the knowledge from the internet lessons and the data collected in your research journals. Do additional research for more detail if necessary. Credit each source you use according to the citation guidelines provided by the teacher. Photos and illustrations are very helpful visual aids and will enrich your project content. If you do use photos from the internet or other sources, be sure to also cite (credit) appropriately.

Use the following questions to guide you through your project development:

1. Why was Shenandoah National Park established in Virginia and how was this important for Virginia and the nation in that time period?
2. How has the Shenandoah National Park’s creation affected both people and natural resources? Consider both positive and negative influences.
3. Who were the major contributors to the creation and development of Shenandoah National Park throughout the park’s history? Why was the park important to them?
4. How does the park meet the National Park Service mission to protect natural resources and historic objects for future generations while providing ways for people to enjoy using the park? Has the park changed the way it meets this mission over time?
5. In what ways is Shenandoah National Park connected to your home community and what can people do to care for the park and the environment? Why should people care?

You may choose from the following project suggestions or others idea as approved by your teacher:

- Create a Glog (an online poster) at www.edu.glogster.com
- Create a Prezi (an online power point) at www.Prezi.com
- Create a PowerPoint presentation
- Design a learning cube or trifold display
- Make a poster or travel brochure
- Write an informative or a persuasive speech
- Write a script and act out a dramatic representation

Work together. Share responsibility. Ask questions if you need clarification. Enjoy creating a product to share!

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Project Rubric

CATEGORY	3	2	1
KNOWLEDGE & CONTENT	Overarching question is clearly answered. Research supports the answer. Clear connection to SS and/or Science content.	Overarching question is mostly answered. Research supports the answer. Good connection to SS and/or Science content.	Overarching question is not clearly answered. Lacks research to support the answer. Connection to SS and/or Science content not clear.
ORGANIZATION, NEATNESS, ATTRACTIVENESS	Project is organized in a neat, understandable, attractive manner. Illustrations or graphics enhance understanding of topic. Sources are cited. Few mistakes in written content. Topic or title is clearly stated.	Good organization. Neat and legible. Illustrations or graphics enhance understanding, but are lacking explanation or are not cited properly. Some mistakes in written content. Topic or title is understandable.	Organization is weak. Neatness and legibility are compromised. Graphics or illustrations are not used, are not explained, or do not enhance understanding of content. No citations of material. Missing or weak title. Topic is unclear.
EVIDENCE OF PLANNING & RESEARCH	Clear evidence of the planning and the research involved in the project. Use of multiple credible sources for research. All sources are cited properly in a visible location.	Evidence of planning and research. Sources are cited. Few mistakes in citations.	Little evidence of planning. One source used. Source is cited.
ORAL PRESENTATION (explanation, eyes & body, voice)	Demonstration of familiarity and confidence explaining content. Does not read directly from project or notes. Maintains eye contact with audience. Good posture. Speaks clearly. No filler words or unnecessary pauses. No over exaggerated body movements or other distractions.	Understands content. Uses some notes. Adequate eye contact. Easy to understand. Verbal and bodily distractions at a minimum. Able to keep focus on project by audience during the presentation.	Reads directly from project or notes. Little eye contact with audience. Difficult to follow and understand. Some verbal and bodily distractions.

<u>Score</u>	<u>Grade</u>
12	A+
10-11	A
8-9	B
7	C
6	D
5 or less	F

Unit Assessment

1. Participation in activities and discussions.
2. Satisfactory completion of field trip learning activity.
3. Satisfactory completion of cooperative learning project to be graded using the project rubric.

Going Further

1. Read *Grandpa's Mountain* by Carolyn Reeder. This is historical fiction with reference to local places and events. The story demonstrates the impact of the creation of the park on the people living on the land in the 1930s, the work of the CCC, and references the Great Depression. [Out of Print]
2. Have students write a letter demonstrating historically accurate information including date for creation of the park, setting, events, and personal impact from the point of view of one of the following individuals:
 - a person being displaced from their mountain land by the creation of the park
 - a politician making public policy decision for creation of the park
 - a young man working for the Civilian Conservation Corp
 - a tourist that has recently enjoyed the newly created Skyline Drive
3. Have students research jobs associated with the National Park Service and the educational background, college major course of study, or other courses necessary to pursue those careers.
4. Encourage students to take advantage of the many programs, talks, guided tours, hikes, and opportunities offered at Shenandoah National Park. Visiting the park is a great way to use summer time to get outdoors and to be immersed in nature.
5. Encourage students to visit other national parks in the United States throughout their lives.
6. Have students determine ways your school can help to protect our local and global environment.
7. As a class, identify a local site in your community that you feel should be protected and preserved. Come up with an action plan to present to community leaders.

Resources and References

Foresta, R. A. (1984). *America's National Parks and Their Keepers*. Washington, D.C.: Resources for the Future.

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